

**Subject:****TEACHERS' PAY 1993****Circular Number:**

1993/24

**Date of Issue:**

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**Audience:**

- Education and Library Boards;
- Council for Catholic Maintained Schools; and
- Managers, Boards of Governors and Principals of grant-aided schools

**Summary of Contents:**

This circular sets out the arrangements for teachers' pay, which will apply this year. It contains advice on how to use the new points system for teachers. Additional guidance on the operation of the new pay structure under the formula funding arrangements will be issued shortly by employing authorities.

**Enquiries:**

Any enquiries about the contents of this Circular should be addressed to the relevant employing authority.

**Status of Contents:**

Action by Boards of Governors  
and Employing Authorities.

Information for Principals, Vice-  
principals and Teachers.

**Related Documents:**

Not Applicable

**Expiry Date:**

Not applicable

**DENI Website:**

<http://www.deni.gov.uk>

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## SUMMARY OF MAIN PROVISIONS

2. The main provisions of the pay system are:

### **From 1 April 1993**

- a. a 1 % increase for principals and vice-principals;
- b. an 0.55% increase for qualified teachers;
- c. a lump sum of £90 for qualified permanent teachers in post on 1 May 1993;
- d. a 1.5% increase for unqualified teachers;

### **From 1 September 1993**

- e. a pay spine of 51 points and salary ranges for principals and vice- principals;
- f. a reduction in the number of school groups from 14 to 6;
- g. a pay spine of 18 points for teachers;
- h. a points assessment under 6 headings to determine the salary of every qualified teacher;
- i. school salary policy.



## INTERPRETATION

3. In this circular -

“employing authority” means -

- a. in relation to teachers employed in controlled schools, the Board by which they are employed;
- b. in relation to teachers employed by the Council for Catholic Maintained Schools, the Council;
- c. in relation to teachers employed in a voluntary school, other than a Catholic Maintained School, the Board of Governors of the school; and
- d. in relation to teachers employed in a grant-maintained integrated school, the Board of Governors of the school;

“qualified teacher” means a teacher holding teaching qualifications as approved by the Department;

“relevant body” means -

- a. in relation to schools with fully delegated budgets, the Board of Governors; and
- b. in relation to schools with non-delegated or partially delegated budgets, the employing authority.



## PART I

### ENTITLEMENT TO SALARY AND ALLOWANCES

FROM 1 APRIL 1993

### PRINCIPALS AND VICE-PRINCIPALS

4. The salaries paid to principals and vice-principals shall be as follows:

#### Vice-Principals

School Group	Annual Salary at 31.3.93 £	Revised Annual Salary from 1.4.93 £
Below 4	22,182	22,404
4 3(S)	22,545	22,770
5 4(S)	23,271	23,505
6 5(S)	23,637	23,874
7 6(S)	24,366	24,609
8 7(S)	25,455	25,710
9 8(S)	26,910	27,180
10 9(S)	28,365	28,650
11	29,577	29,874
12	31,032	31,341
13	32,484	32,808
14	33,453	33,789

(NB (S) denotes a special school)

#### Principals

School Group	Annual Salary at 31.3.93 £	Revised Annual Salary from 1.4.93 £
1	23,271	23,505
2	24,000	24,240
3	24,726	24,972
4 3(S)	25,455	25,710
5 4(S)	26,544	26,808
6 5(S)	28,365	28,650
7 6(S)	30,060	30,360
8 7(S)	31,998	32,319
9 8(S)	34,062	34,404
10 9(S)	36,489	36,855
11	39,153	39,546

12	41,697	42,114
13	43,395	43,830
14	45,939	46,398

**QUALIFIED TEACHERS**

5. For qualified teachers, other than principals and vice -principals, the standard scale shall be as follows:

**Standard Scale**

<b>Scale Point</b>	<b>Annual Salary at 31.3.93 £</b>	<b>Revised Annual Salary from 1.4.93 £</b>
1	11,184	11,244
2	11,775	11,838
3	12,366	12,432
4	12,954	13,026
5	13,839	13,914
6	14,721	14,802
7	15,606	15,690
8	16,488	16,578
9	17,664	17,760
10	18,837	18,942

**UNQUALIFIED TEACHERS**

6. The salary rate for unqualified teachers shall be as follows:

**Unqualified Rate**

<b>Annual Amount at 31.3.93 £</b>	<b>Revised Annual Amount 1.4.93 £</b>
8,178	8,298

**PROMOTION ALLOWANCES**

7. The values of the five promotion allowance rates A to E shall be as follows:

<b>Rate</b>	<b>Annual Amount at 31.3.93 £</b>	<b>Revised Annual Amount 1.4.93 £</b>
A	1,296	1,302
B	2,097	2,109

C	4,194	4,218
D	5,595	5,625
E	7,692	7,734

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**UNQUALIFIED PART-TIME TEACHERS - HOURLY RATES**

8. Hourly rates for unqualified part-time teachers shall be as follows:

	<b>Hourly Rate at 31.3.93 £</b>	<b>Revised Hourly Rate at 1.4.93 £</b>
Unqualified	8.80	8.93
Unrecognised	11.35	11.52
Homework Centre	11.35	11.52

**£90 LUMP SUM**

9. A single lump sum payment of £90 shall be paid to all qualified full-time teachers in post on 1 May 1993. Part-time teachers who have contracts of employment of not less than one year shall be paid a proportionate sum, corresponding to their contracted hours. The lump sum is subject to all of the normal salary adjustments, e.g. tax, ERNI and superannuation contributions. It is reduced pro rata where the teacher is not on full pay, for example, a teacher on half pay will receive £45 and a teacher on 9/10ths maternity pay will receive £81.

10. It is not payable to temporary teachers or part-time teachers with contracts less than one year.

**PART II**

**ENTITLEMENT TO SALARY AND ALLOWANCES**

**FROM 1 SEPTEMBER 1993**

**UNIT TOTAL AND GROUP**

11. The table below shows how the former 14 school groups transpose to the 6 new groups. When the data from the October 1993 schools' census survey are available, the Department will determine every school's group to apply from 1 September 1994. Schools will be notified of their respective group early in the new year.

**TABLE**

<b>UNIT TOTAL</b>	<b>EXISTING GROUP</b>	<b>NEW GROUP</b>
up to 100	1	1
100 - 200	2	1
201 - 300	3	1
301 - 500	4 3(S)	2 1(S)
501 - 700	5 4(S)	2 1(S)
701 - 1,000	6 5(S)	3 2(S)
1,001 - 1,300	7 6(S)	3 2(S)
1,301 - 1,800	8 7(S)	4 3(S)
1,801 - 2,400	9 8(S)	4 3(S)
2,401 - 3,300	10 9(S)	5 4(S)
3,301 - 4,600	11	5
4,601 - 6,000	12	6
6,001 - 7,600	13	6
Over 7,600	14	6

**PRINCIPALS AND VICE-PRINCIPALS**

12. A new 51 point pay spine will replace the system of "spot salaries" as follows:

**SCHOOL PRINCIPALS' AND VICE-PRINCIPALS' PAY SPINE**

**1 SEPTEMBER 1993**

<b>SPINE POINT</b>	<b>ANNUAL SALARY £</b>	<b>SPINE POINT</b>	<b>ANNUAL SALARY £</b>
1	22,404	26	32,319
2	22,770	27	32,808
3	23,139	28	33,300
4	23,505	29	33,789
5	23,874	30	34,404
6	24,240	31	35,016
7	24,609	32	35,625
8	24,972	33	36,237
9	25,344	34	36,855
10	25,710	35	37,464
11	26,076	36	38,076
12	26,442	37	38,688
13	26,808	38	39,546
14	27,180	39	40,398
15	27,546	40	41,259
16	27,912	41	42,114
17	28,278	42	42,969
18	28,650	43	43,830
19	29,016	44	44,685
20	29,382	45	45,540
21	29,874	46	46,398
22	30,360	47	47,256
23	30,849	48	48,114
24	31,341	49	48,972
25	31,830	50	49,824
		51	50,682

13. Principals will be paid on the basis of 6 ranges drawn from the new pay spine. Vice-principals will be paid on the basis of a separate set of ranges but on the same unified spine as follows:

**SALARY RANGES FOR VICE-PRINCIPALS BY SCHOOL GROUP**

<b>GROUP</b>	<b>SPINE POINT</b>	<b>RANGE £</b>
1	1-8	22,404 - 24,972
2 1(S)	2-10	22,770 - 25,710
3 2(S)	4 -13	23,505 - 26,808
4 3(S)	8-20	24,972 - 29,382
5 4(S)	15-26	27,546 - 32,319
6	22-34	30,360 - 36,855

**SALARY RANGES FOR PRINCIPALS BY SCHOOL GROUP**

<b>GROUP</b>	<b>SPINE POINT</b>	<b>RANGE £</b>
1	3-15	23,139 - 27,546
2 1(S)	8-22	24,972 - 30,360
3 2(S)	15-29	27,546 - 33,789
4 3(S)	23-37	30,849 - 38,688
5 4(S)	31-44	35,016 - 44,685
6	38-51	39,546 - 50,682

14. The ranges are not incremental; there is no automatic progression. It is for relevant bodies to make such use of the ranges as they consider appropriate in the light of their particular priorities. New appointments can be made to any point within but not below the range and relevant bodies decide when and how far to move the Principal or Vice-Principal up the spine. In awarding progression or determining a starting salary, relevant bodies shall have regard, but not exclusively, to the following criteria:

- a. the responsibilities of the post;
- b. the social, economic and cultural background of the pupils attending the school;
- c. whether the post is difficult to fill;

- d. sustained overall performance which appreciably exceeds that normally expected from the holders of such posts.

### **EXCEEDING THE NORMAL RANGES**

15. Where a relevant body is satisfied that no salary within the range for the group is adequate having regard to the duties, responsibilities or performance of the principal or vice-principal or the circumstances of the school, it is free to pay a higher salary within the pay spine as it considers appropriate. In exceptional circumstances this can apply to newly appointed principals or vice-principals. The ranges enable relevant bodies to reward excellent performance by principals and vice-principals. The discretion to pay higher up the normal range, or above it should not be exercised with the objective of increasing final salary for pension purposes.

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### **SALARY PROTECTION**

16. A principal or vice-principal serving at a school at a time when it is assigned to a lower group shall, while he remains in post at that school continue to receive a salary appropriate to the group by reference to which it was determined before the change took place. If at that time he was receiving a salary determined in accordance with paragraph 14 he shall be entitled to be paid at the point on the spine within the range for the group to which the school belonged at which he was at that time being paid; or, if he was receiving a salary determined in accordance with paragraph 15, it shall be a matter for the relevant body to decide whether the enhancement should be retained. However, if he is offered but unreasonably refuses to accept a post as a principal or vice-principal respectively in a school in a group not lower than that by reference to which he is being paid, the relevant body may pay him by reference to the group to which the school at which he is serving has been assigned.

### **QUALIFIED TEACHERS**

17. A qualified teacher, other than a principal or vice-principal, shall be paid on the following pay spine:

#### **SCHOOL TEACHERS' PAY SPINE**

**1 SEPTEMBER 1993**

<b>POINTS</b>	<b>£</b>
0	11,244
1	11,919
2	12,633
3	13,392
4	14,196
5	15,045
6	15,948
7	16,905
8	17,919
9	19,062
10	20,244
11	21,447
12	23,160
13	24,702
14	26,676
15	27,876
16	29,130

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### **USING THE POINTS SYSTEM**

18. The new structure offers relevant bodies flexibility to help them recruit, retain, motivate and reward their teachers. How best to use this flexibility is for each relevant body to decide, having considered carefully the needs and circumstances of the school and its plans and priorities for the school's future development. Relevant bodies can decide for themselves what emphasis to put on extra responsibilities or excellence in teaching and can use the new points assessments and salary ranges to look afresh at the needs of the school, the different needs and aspirations of their teachers and the incentives they wish to offer. Principals have a central role to play in advising relevant bodies on the award of points. In considering the award of points or range progression for principals and vice-principals, the relevant body must have regard not only to the immediate impact on the school budget, but also to the longer-term cost implications of its decisions.

19. Points are awarded under 6 headings:-

(It should be noted that points available for award under one category cannot be transferred to another category. For example points available for excellence should be used specifically for this purpose and cannot be credited to responsibilities.)

i. qualifications;

ii. experience;

iii. responsibilities;

iv. excellence;

v. recruitment or retention; and

vi. for teaching pupils with statements of special educational needs.

20. The relevant body shall decide the point on which each individual qualified teacher shall be paid annually with effect from 1 September, commencing on 1 September 1993 (but see paragraph 50, Timing of the First Points Assessment) and whenever a teacher takes up a new post on a date other than 1 September. The relevant body may undertake a points assessment at any other time, if there is a need

to do so, for example, to award an additional point or points for further responsibilities undertaken by a teacher later in the year, to award the mandatory 2 points to a teacher who becomes a good honours graduate in the course of the year, on the expiry of a fixed term award of points or to correct errors which come to light at times other than the annual points review. When the relevant body has decided the point on which a teacher shall be paid, the teacher shall be notified of it and the number of points awarded under each heading and whether any apply only for a fixed period, any safeguarded points held, the points total and any cash safeguarding.

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## **QUALIFICATIONS**

21. Two points must be awarded to teachers who are good honours graduates. A good honours graduate is defined as someone possessing:-

- a first or second class honours degree;
- a higher degree, awarded as a result of examination or research work, of a university in the United Kingdom or the Republic of Ireland or of the Council for National Academic Awards; or
- any other qualification which the Department regards as being of equivalent standard.

Principals should seek the advice of the Department's Teachers Administration Branch, Waterside House, Duke Street, Londonderry, (Tel: 0504-319000) if they are uncertain whether a particular qualification is a good honours degree or equivalent.

22. A teacher who becomes a good honours graduate whilst in service is entitled to be awarded 2 points from the first day of the month in the month in which the qualification is obtained. Where this award would lead to the sum of points for qualifications and experience (see below) being greater than 9, the number of experience points should be reduced to 7.

## **EXPERIENCE**

23. Unless the relevant body concludes that a year's service has not been satisfactory a teacher will be entitled to 1 point for every academic year in which he or she has completed periods of employment as a teacher amounting to at least 26 weeks in aggregate, up to a maximum of 7 points for good honours graduates and 9 points for others. "Periods of employment" for this purpose are deemed to run from the beginning of the week in which employment commenced to the end of the week in which it ended, including any holiday periods; this includes part-time and temporary service. Periods of maternity leave count as periods in service.

24. The relevant body is required to consider each year whether any teacher's performance has been unsatisfactory. A teacher whose performance is causing concern should be informed in advance if the relevant body is considering withholding an experience point. If the relevant body concludes that performance has been unsatisfactory it must not award any further points for experience until it is satisfied that the teacher's level of performance has reached a satisfactory standard. In arriving at such judgements, the relevant body is required to seek the advice of the principal. A teacher whose service has been judged unsatisfactory should be given written notification of this decision and of the reasons for it, and should be given appropriate support and training to help his or her performance improve. The relevant body may at any later date decide to award an experience point for the year's service in question where it judges that it would be right to do so.

25. The relevant body may award points for relevant experience outside teaching. It is for the relevant body to decide what should count as relevant experience in this context, and how many such points to award. The maximum of 9 (or 7) points for experience includes these discretionary points as well as those awarded for teaching service as set out in paragraph 23 above. Once awarded, experience points, whether originally mandatory or discretionary, may not be taken away regardless of whether the teacher remains in the same school or obtains a post in another school.

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## **RESPONSIBILITY**

26. Up to 5 points may be awarded to a teacher who undertakes specified responsibilities beyond those common to the majority of teachers. The assessment of responsibility points should be linked to a clearly defined job description. Paragraph 46 includes some guidance on the framing of job descriptions in the context of the school's salary policy.

27. The number of levels of responsibility will probably reflect the size of the school. Schools will need to develop their own structures of responsibility, or continue their existing structures where they find them satisfactory. Such structures will carry with them the implication that teachers with similar levels of responsibility are awarded the same number of responsibility points.

28. It is not necessary for every task which a teacher undertakes outside the classroom to be separately identified and paid for through a point - or points - for responsibilities. The purpose of responsibility points is to reward teachers who undertake specified responsibilities beyond those common to the majority of teachers.

29. The relevant body may award responsibility points on a temporary basis to a teacher assuming additional responsibilities which are not permanent (perhaps to cover the prolonged absence of a senior member of staff, or for a major one-off task). Otherwise, a teacher is entitled to retain the points while he or she continues in the same post.

## **EXCELLENCE**

30. Up to 3 points may be awarded for excellent performance, having regard to all aspects of a teacher's professional duties, but in particular to classroom teaching. Points for excellence awarded in one year do not carry forward automatically to the next: they are tenable until 31 August following

their award. The relevant body must then decide whether any excellence points should be retained for another 12 months.

31. The position of every teacher in the school should be carefully reviewed each year to determine whether he or she should be awarded one or more excellence points with effect from 1 September. In assessing the award of excellence points, the judgements to be made are those which are right for the school and its teachers, in the light of its particular needs and circumstances. Each school's salary policy (see Part III) should therefore include a clear statement of how the relevant body proposes to carry out these reviews. This should make it clear what criteria it proposes to use: how much weight, for example, is to be placed on any measurable outcomes of a teacher's work with particular groups of pupils; whether any estimate is to be made of "added value"; if there are to be any subjective assessments, by whom they are to be made, and in what circumstances; and how the relevant body intends to ensure that every teacher's case for an excellence point is fairly considered.

### **RECRUITMENT AND RETENTION**

32. The relevant body may award up to 2 points to a teacher who is employed to teach subjects in which there is a shortage of teachers or in a post which is difficult to fill. It is for the relevant body to judge whether any teacher meets either of these criteria and, if so, whether to award one point or two.

33. The relevant body must review recruitment and retention points every two years. This must be done biennially on 1 September commencing with the second September after their initial award. It will need to consider at that time whether the circumstances of the school have changed since the points were last awarded and, if so, whether a teacher's assessment should continue to include any recruitment/retention points.

### **SPECIAL EDUCATIONAL NEEDS**

34. A teacher in a special school, and one in an ordinary school who is engaged wholly or mainly in teaching pupils with statements of special educational needs, whether in designated special classes or otherwise, must be awarded one point. Teachers will also be entitled to this point if they are engaged wholly or mainly in taking charge of special classes consisting wholly or mainly of children who are hearing impaired or visually impaired, even if these children do not have statements. A second point may be added where, in the view of the relevant body, a teacher's experience or qualifications are particularly relevant to the work he or she undertakes.

35. Until 31 August 1993, teachers in special schools, and those in ordinary schools engaged wholly or mainly in taking charge of special classes consisting wholly or mainly of children who are hearing impaired or visually impaired received a promotion allowance of at least rate B. A qualified teacher holding any of the prescribed qualifications for the teaching of the blind or of the deaf was entitled in certain circumstances to receive a special allowance of £702. For teachers remaining in post, the B allowance will count towards the assimilation entitlement and tenure of the allowance of £702 will bring an extra point on assimilation. It should be noted that the discretion to award a second point in respect of relevant experience and qualifications will encompass most existing special school/unit teachers, thus matching their present mandatory B allowance, though relevant bodies are under no formal obligation to match the assimilation entitlement in their new points assessment.

36. The additional flexibility in the new arrangements is intended to permit relevant bodies to recognise and reward expertise in areas of special educational needs beyond teaching children with visual or hearing impairment. Clearly, expertise in teaching the visually or hearing impaired might well lead to the award of the second point under this heading; but the relevant body should also consider how best to reward and encourage expertise in other areas.

37. The possession of a specialist qualification in special educational needs is likely to enhance a teacher's practical skills and will be one of the factors which a relevant body would wish to bear in mind when judging a teacher's professional expertise. Of more importance, however, will be the quality of expertise which a teacher can bring to the teaching of pupils with statements of special educational needs. Expert teachers of pupils with special educational needs will have learned how to deploy a wide range of strategies and teaching methods successfully and appropriately so as to contribute directly to effectiveness in the classroom. Some mainstream teachers, for example, may have no formal qualification in teaching sensorily impaired children, but may have acquired invaluable communication skills, such as signing for hearing impaired children or Makaton for children with severe learning difficulties.

38. Some teachers already entitled to the mandatory points for teaching pupils with statements of special educational needs may, in the view of the relevant body, also meet one or both of the criteria for the award of a recruitment/retention point in the post which they now occupy. Others may merit the award of one or more points for undertaking additional responsibilities. Excellence points, too, may be awarded to teachers of pupils with special

educational needs as to all other teachers. These would be additional, and not an alternative to, points specifically for teaching pupils with special educational needs.

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### **UNQUALIFIED TEACHERS**

39. The arrangements for the payment of unqualified teachers do not change at 1 September 1993. They will continue to be paid at the rates specified in paragraphs 6 and 8 above.

### **SPECIAL CLASS ALLOWANCE**

40. The special class allowance will continue to be paid at the 1 April 1993 promotion allowance B rate (£2,109), as a separate allowance, until 31 August 1994, to teachers who have held it since 31 March 1991. From 1 September 1994 the allowance should either cease or the relevant body should decide to award a responsibility point(s) for remedial duties. Relevant bodies should inform teachers, by the end of April 1994, who hold a special class allowance how they intend to operate these arrangements from 1 September 1994.

### **PART III**

#### **SCHOOL SALARY POLICY**

41. Decisions on the salaries of teachers and other staff should be taken in the context of a clear salary policy which the relevant body should draw up in consultation with the staff of the school, and keep under regular review. This policy should cover all aspects of pay for principals and vice-principals and other teachers. The policy should be formally adopted by the governing body, and the consequent policy statement made known to all staff in the school.

42. The policy statement will need to indicate the emphasis which the relevant body wishes to place on the criteria which inform the decision which it may take about pay. For classroom teachers this will comprise the criteria against which points are to be assessed on the new pay spine; the ways in which it proposes to recognise additional responsibilities undertaken by staff; and how excellence is to be identified and rewarded. The policy will need to spell out the proposed timetable for all points assessments (see paragraph 50) in the knowledge that the procedures for assessments due to take effect on 1 September will need to have begun well before the end of the preceding summer term.

43. For the principal and vice-principal(s) the policy statement will need to set out the principles which will govern the proposed use of range pay. This will involve considering what weight to place on exceptional responsibilities, and how good performance is to be identified and rewarded.

44. When a post becomes vacant the relevant body will wish to consider in the context of the present and future needs of the school how to exercise its pay discretion in respect of the new appointment. This need not replicate the points assessment of the previous post holder; nor need a principal or vice-principal necessarily be paid on the same spine point as the previous post holder.

45. The policy will also need to address the relativities the relevant body wishes to establish between the pay of principals, vice-principals and other teachers. The relationship between a vice-principal's pay and that of the principal on the one hand and the salaries of the highest paid classroom teachers on the other is an important issue which will require careful attention. It is possible for a classroom teacher to earn more than a vice-principal in the same school - unless, that is, the relevant body exercises its discretion to pay the vice-principal higher up the pay spine. There are no general rules relating to the differential between vice-principals and the most highly paid classroom teachers. The organisation of a school's senior management structure and the way good performance is rewarded are matters for the relevant body. Relevant bodies should use the discretions available to them to ensure that differentials are maintained appropriate to their schools.

46. Crucial to this exercise is the formulation of suitable job descriptions for the award of points for responsibilities on the new pay spine. A teacher's job description does not qualify the teacher's obligation to undertake his or her professional duties under the reasonable direction of the principal; rather it indicates how these generic duties are expected to be interpreted in the role which the teacher undertakes in the school. It will define the area of the school's work in which the responsibilities are to be exercised, and indicate what the postholder is expected to achieve. It will specify what resources, including human resources, are under his or her control, and make clear to whom he or she is immediately responsible. All such job descriptions form part of a coherent management and responsibility structure for the school. It is important that the relationships between various areas of responsibility should be clear.

47. It will be particularly important for the relevant body to consider how it intends to approach the award and review of points awarded on a temporary basis - as it may do in certain cases for responsibility points - or those which must be reconsidered annually or biennially - points for excellence or for recruitment and retention. The relevant body will need to consider how to make clear to the teachers concerned at the time of assessment that the points will, or may, be withdrawn at a later date. A clear policy on the use to be made of recruitment and retention points will be needed, as will the development of explicit criteria for the assessment of excellence, which should be clearly communicated to all staff.

### **ASSIMILATION TO THE NEW PAY SPINE AT 1 SEPTEMBER 1993 - TEACHERS**

48. A teacher, who remains on 1 September 1993 in the same post which he or she occupied on the previous day, or changes post in circumstances attracting a reorganisation allowance will have a salary based on the highest of 3 assessments. If the assimilation entitlement is the highest, it will be safeguarded (as a point on the pay spine) unless or until overtaken by a points assessment under the new structure. If the old salary is the highest this will be safeguarded in cash unless or until overtaken by the salary determined by a substantive points assessment under the new structure. The higher of the assessment options (a) or (b) below will be calculated by the Department. Where a relevant body's assessment (see paragraph 50) is higher than this calculation it should notify the Department's Teachers' Administration Branch.

The 3 assessment options are:-

- a. an assimilation, based on a teacher's position on the standard scale on 31 August, together with any promotion allowance payable (unless the promotion allowance was due to cease from 1 September 1993), calculated by reference to the table below:

Standard Scale Point at 31.8.93	Incentive Allowance Held at 31.8.93					
	None	A	B	C	D	E
	Points on New Spine From 01.9.93					
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10
6	6	7	8	9	10	11
7	7	8	9	10	11	12
8	8	9	10	11	12	13
9	9	10	11	12	13	14
10	9	10	11	12	13	14

Where the calculation is affected by a temporary entitlement such as a promotion allowance awarded for a fixed period extending beyond 1 September 1993, the assimilation entitlement will be calculated again when the temporary entitlement is due to expire, this time excluding the temporary entitlement.

- b. a cash protection where the assimilation at a. results in a worse salary entitlement than that which the teacher would have expected to receive had

the old structure remained in force. Cash protection values are set out in the Annex. It will cease as soon as the value of a teacher's points entitlement under the new system overtakes the cash value of the protected salary.

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- c. an initial points assessment under the new structure carried out in accordance with paragraphs 21 to 40 above.

### **COMMON INCREMENTAL DATE**

49. It should be noted that the assimilation process deals with teachers' annual increments. The assimilation gives all teachers an annual increment on 1 September 1993 irrespective of their service in the previous 12 months. After 1 September 1993 all service increments will be replaced by the award of experience points as described in paragraphs 23 to 25 above.

### **TIMING OF THE FIRST POINTS ASSESSMENT**

50. As it will take time for relevant bodies to become familiar with the new pay arrangements, they will not be able to issue a points assessment to their teachers at the start of the 1993/94 school year. However, for most teachers who remain in post from 31 August to 1 September the new assessment at 1 September will produce a points total which is identical to or lower than their assimilation entitlement. Where the assessment is lower the assimilation entitlement will be used. Relevant bodies should carry out a points assessment for their teachers as soon as possible before the end of the school year. If the assessment is higher than the assimilation entitlement it will be backdated to 1 September 1993 unless the relevant body decides to award points for say, responsibility or special educational needs, from a date after 1 September 1993.

### **NEW APPOINTMENTS AND APPOINTMENTS FOLLOWING A BREAK IN SERVICE**

51. Teachers who have previously been in service and who take up a new post on 1 September 1993, or teachers who are appointed from that date for the first time would normally have their salary determined under the new system by the relevant body. However, as most appointments for the new school year have already been made and notified under the old salary structure, the Department's Teachers Administration Branch will appoint teachers on the old salaries scales and assimilate in accordance with paragraph 48 above.

52. If a qualified teacher last employed as a principal or vice-principal accepts an appointment other than as a principal or vice-principal he or she must be paid no lower than point 9 on the qualified teachers' common pay spine.

### **PART - TIME TEACHERS**

53. Qualified teachers in regular part-time service are eligible for points on the same basis as full-time teachers. They are then paid the proportion of the salary thus arrived at which corresponds to the proportion of the school week for which they are employed. Part-time teachers will be entitled to a further point for experience (up to the limit of 9, or for good honours graduates, 7 experience points) if, on 1 September in any year, they have completed service (including part-time service) during any 26 weeks of the previous year.

### **TEMPORARY TEACHERS**

54. Temporary teachers paid on a daily basis are covered by the same rules as teachers in regular service; every appointment attracts a new points assessment. The Department's Teachers Administration Branch will assimilate existing temporary teachers to the new pay spine in accordance with paragraph 48 and place new temporary teachers on the common pay spine in accordance with paragraphs 21 to 24 pending arrangements which are to be made for administering temporary teachers' points assessments.

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**ASSIMILATION**  
(Excludes Substantive Points Assessment)

**MAIN SCALE**

Standard Scale point	Existing Salary 31/8/93	Common Pay Spine	Assimilation Entitlement	Old Salary 1/9/1993	Cash Safeguarding 1 September 1993
1	11,244	1	11,919	11,838	0
2	11,838	2	12,633	12,432	0
3	12,432	3	13,392	13,026	0
4	13,026	4	14,196	13,914	0
5	13,914	5	15,045	14,802	0
6	14,802	6	15,948	15,690	0
7	15,690	7	16,905	16,578	0
8	16,578	8	17,919	17,760	0
9	17,760	9	19,062	18,942	0
10	18,942	9	19,062	18,942	0

**MAIN SCALE PLUS 'A' (£1,302) PROMOTION ALLOWANCE**

Standard Scale Point	Existing Salary	Common Pay Spine	Assimilation Entitlement	Old Salary 1/9/93	Cash Safeguarding 1 September 1993
1	12,546	2	12,633	13,140	507
2	13,140	3	13,392	13,734	342
3	13,734	4	14,196	14,328	132
4	14,328	5	15,045	15,216	171
5	15,216	6	15,948	16,104	156
6	16,104	7	16,905	16,992	87
7	16,992	8	17,919	17,880	0
8	17,880	9	19,062	19,062	0
9	19,062	10	20,244	20,244	0
10	20,244	10	20,244	20,244	0

**ASSIMILATION**  
(Excludes Substantive Points Assessment)

ANNEX

**MAIN SCALE PLUS 'B' (£2,109) PROMOTION ALLOWANCE**

Standard scale point	Existing Salary	Common Pay Spine	Assimilation Entitlement	Old Salary 1/9/93	Cash Safeguarding 1 September 1993
1	13,353	3	13,392	13,947	555
2	13,947	4	14,196	14,541	345
3	14,541	5	15,045	15,135	90
4	15,135	6	15,948	16,023	75
5	16,023	7	16,905	16,911	6
6	16,911	8	17,919	17,799	0
7	17,799	9	19,062	18,687	0
8	18,687	10	20,244	19,869	0
9	19,869	11	21,447	21,051	0
10	21,051	11	21,447	21,051	0

**MAIN SCALE PLUS 'C' (£4,218) PROMOTION ALLOWANCE**

Standard scale point	Existing Salary	Common Pay Spine	Assimilation Entitlement	Old Salary 1/9/93	Cash Safeguarding 1 September 1993
1	15,462	4	14,196	16,056	1,860
2	16,056	5	15,045	16,650	1,605
3	16,650	6	15,948	17,244	1,296
4	17,244	7	16,905	18,132	1,227
5	18,132	8	17,919	19,020	1,101
6	19,020	9	19,062	19,908	846
7	19,908	10	20,244	20,796	552
8	20,796	11	21,447	21,978	531
9	21,978	12	23,160	23,160	0
10	23,160	12	23,160	23,160	0

**ASSIMILATION**  
(Excludes Substantive Points Assessment)

ANNEX

**MAIN SCALE PLUS 'D' (£5,625) PROMOTION ALLOWANCE**

Standard scale point	Existing Salary	Common Pay Spine	Assimilation Entitlement	Old Salary 1/9/93	Cash Safeguarding 1 September 1993
1	16,869	5	15,045	17,463	2,418
2	17,463	6	15,948	18,057	2,109
3	18,057	7	16,905	18,651	1,746
4	18,651	8	17,919	19,539	1,620
5	19,539	9	19,062	20,427	1,365
6	20,427	10	20,244	21,315	1,071
7	21,315	11	21,447	22,203	756
8	22,203	12	23,160	23,385	225
9	23,385	13	24,702	24,567	0
10	24,567	13	24,702	24,567	0

**MAIN SCALE PLUS 'E' (£7,734) PROMOTION ALLOWANCE**

Standard scale point	Existing Salary	Common Pay Spine	Assimilation Entitlement	Old Salary 1/9/93	Cash Safeguarding 1 September 1993
1	18,978	6	15,948	19,572	3,624
2	19,572	7	16,905	20,166	3,261
3	20,166	8	17,919	20,760	2,841
4	20,760	9	19,062	21,648	2,586
5	21,648	10	20,244	22,536	2,292
6	22,536	11	21,447	23,424	1,977
7	23,424	12	23,160	24,312	1,152
8	24,312	13	24,702	25,494	792
9	25,494	14	26,676	26,676	0
10	26,676	14	26,676	26,676	0

